## *The DID Designer*

# During the design phase, you should envision the entire instructional unit from start to finish. Then fully describe your vision in terms of each of the six critical steps in the design process.

# How to Use the Designer: *For each of the steps below, click into the shaded box under each step to enter your own lesson design elements. The box will expand to accommodate your entry. Save and print the completed template when you are done.*

# STEP 1 - KNOW THE LEARNER

Summarize the characteristics of the learners for whom you are creating the lesson. Consider the following questions that might be answered in step 1:

* What are the personal demographics (ethnicity, socio-economic level, cultural background) that might impact learning?
* What is the developmental stage of the student relative to the content?
* What is the cognitive/learning style of each student?
* What are the student’s strengths in terms of multiple intelligences?
* What group dynamics might help/hinder the teaching and learning process?
* What are the student’s entry skills with reference to the content?

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| Knowing the learning is crucial to student success. However in this lesson plan, it doesn’t depict personal demographics, developmental stage of each student, cognitive learning styles, each individual learning and strengths through multiple intelligences are not list in the lesson plan. These items to me should be considered but not necessarily listed in the lesson plan unless under differential. This is not listed on the NCWC Lesson plan. |

# STEP 2 - ARTICULATE OBJECTIVES

State the behaviors that you expect your students to be able to do at the conclusion of the unit. Consider the following questions that might be answered in step 2. Be sure to follow the text 4-part format when constructing objectives.

* What performance will result from the unit?
* What criteria for success are necessary to ensure mastery?
* How will you assess the performance?
* Have you included all the levels of Bloom’s Taxonomy that are appropriate for the content?

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| This is mandatory because this guides your lesson. This should be very clear and concise. This is mandated on the NCWC lesson plan. In this lesson plan, the technology objects are clearly listed but this lesson should be integrated with math therefore they would need to be listed in the plan also and align. |

# STEP 3 - ESTABLISH THE LEARNING ENVIRONMENT

Clarify what you plan to do to create an environment for this unit conducive to learning. Consider the following questions that might be answered in step 3:

* What changes need to be made to the classroom space?
* What reinforces are needed for this unit to motivate and build learning success?
* How can learning be made active?
* How should students be grouped for positive interaction?

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| This is important to make the most use of classroom time. If there are changes that need to be made for the lesson next day, such as group assignments then that should be done to minimize interruptions and make the most of time. This is not list on the NCWC lesson plan template but should be considered when planning. This lesson would be completed inside the classroom. Having enough work space should be considered and transitions. |

# STEP 4 - IDENTIFY TEACHING AND

# LEARNING STRATEGIES

Given the objectives, describe in detail the teaching and learning strategies that need to be implemented to meet the objectives. Consider the following questions that might be answered in step 4:

* What pre-organizers are you planning?
* What prior knowledge do you need to connect to as a prerequisite for the lesson?
* How will you introduce the new information? What methods will you use?
* What media, materials, or technologies will support your method?
* What teaching and learning strategies will support active learning?
* How will you reinforce the new knowledge?
* What will students need to do to ensure mastery of the content?
* How will you perform formative and summative evaluation?

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| Deciding on what ideas you should bring to the table to aide in teaching and learning. Researched based strategies should be implemented in order to achieve maximum success.  How do I want them to learn? Group work, direct instruction, what strategies will be implemented for student success.  Reviewing the previous introduced information to “bring it all together.” |

# STEP 5 - IDENTIFY AND SELECT

# SUPPORT TECHNOLOGIES

Given the strategies selected, identify the technologies that will be needed in support of those strategies. Consider the following questions that might be answered in step 5:

* What technologies and related materials are needed for this unit?
* Which technologies are required for each strategy?

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| What technologies support student learning not distract. This should be monitored closely to maintain students being on task. This is not directly listed on the lesson plan but should be considered. Students will need either a Chromebook, nook, or computer to graph findings using technology. |

# STEP 6 - EVALUATE AND REVISE THE DESIGN

Describe the summative evaluation process you will use to evaluate the design and how the results of the evaluation will be used to revise it. Consider the following questions that might be answered in step 6:

* How will you know the design is effective?
* What assessment instruments are needed to measure effectiveness?
* What remediation plan should you include if students do not achieve as expected?
* What is the revision process once you have the results from your evaluation?

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| When planning, starting with this model is key. What do I want students to know? Rubrics, tests, etc. Should be created prior to teaching the lesson. This maximizes the information that students need in order to meet the effectiveness of what students are anticipated to learn. |